

Early Years Curriculum for SPECIFIC AREA - MATHEMATICS

Mathematics

Children in Reception

- Count objects, actions and sounds.
- Subitise.
- Link the number symbol (numeral) with its cardinal number value.
- Count beyond ten.
- Compare numbers.
- Understand the 'one more than/one less than' relationship between consecutive numbers.
- Explore the composition of numbers to 10.
- Automatically recall number bonds for numbers 0–10.
- Select, rotate and manipulate shapes in order to develop spatial reasoning skills.
- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
- Continue, copy and create repeating patterns.
- Compare length, weight and capacity.

Early Learning Goals

Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Autumn	Getting to Know You			Just Like Me!			It's Me 1 2 3!			Light and Dark			Consolidation	
Spring	Alive in 5!			Growing 6, 7, 8			Building 9 and 10			Consolidation				
Summer	On the Move			Superhero to 20 and Beyond			First then Now			Find my Pattern			Consolidation	

Intent:

White Rose Maths Scheme of Learning

<https://whiterosemaths.com/reception-sol/>

Implementation:

Maths everyday through direct teaching, maths revision and consolidation. Practical maths promoted. High quality resources to motivate and inspire including mathematical

Key vocabulary

Please see each phase and detailed planning.

books to ignite interest and key learning.
Maths area changed to match phase focus.

Impact:

Tapestry observations.

Regular 'team talks' to discuss class and individual needs and make changes to provision or individual/group needs. Daily assessments to look for gaps/difficulties.

'Not on track' children highlighted and targeted in provision or extra direct teaching as needed.

Key Language for teachers

Cardinal - The number that indicates how many there are in a set.

Classification - The identification of an object by specific attributes, such as colour, texture, shape or size.

Conservation (of number) - The recognition that the number stays the same if none have been added or taken away.

Numeral - The written symbol for a number; e.g. 3, 2, 1

Ordinal - A number denoting the position in a sequence e.g. 1st, 2nd, 3rd, etc or page 1, page 2, page 3...

Partition - Separate a set into two or more subsets e.g. Partition a set of socks into plain and patterned.

Subitise - Instantly recognise a small quantity, without having to count how many there are.

Number - Number can be:

- a count of a collection of items e.g. three boxes,
- a measure e.g. of length or weight, or
- a label e.g. the number 17 bus

Quantity - The amount you have of something e.g. a cup of flour, three boxes, half an hour.